Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 61	chapter : 1	Students will: · Participate in Calendar Math activities. · Compare Egyptian banknotes (1, 5, 10, 20, 50, 100, and 200 LE). · Estimate monetary value of various items.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min.** Give one banknote handout to each student. As students are examining the notes independently, give them ideas of what to look Hold up the 1 LE banknote or colored picture. Walk around the classroom to show students. Repeat with the other banknote denominations. Hold up each banknote or colored picture and walk around the classroom for students to see, examine, and name something that costs that much: 5 LE, 10 LE, 20 LE, 50 LE, and 100 LE. **Reflect: 5 min.** STUDENTS DO: Gather banknotes and put them together.	27 : 25	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	What is a BANKNOTE? What are the different kinds of banknotes?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 62	chapter : 1	Students will: · Participate in Calendar Math activities. · Combine 1, 5, 10, 20, 50, and 100 LE notes to create a given total. · Discuss different ways to combine banknotes to create a given total.	**Calendar : 15-20 min.** **TEACHER DO:** Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min.** Select two or three pairs to share their thoughts as a review. Allow students time to think. Wait for most hands to be raised and then select a few students to answer. Confirm appropriate strategies. Correct students' major misconceptions. Since they are just learning about money, it is not necessary to correct all misconceptions, just those that could limit their learning later. TEACHER DO: Draw the second method on the board (both methods shown below). Remember, students only have five 1 LE notes, so they are unable to make a set of ten 1 LE notes. 10 LE = 5 LE 5 LE 10 LE = 5 LE 1 LE 1 LE 1 LE 1 LE 1 LE **Reflect: 5 min.** **STUDENTS DO:** Compare banknote combinations with their Shoulder Partner. Discuss	31 : 28	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Use your banknotes to create 10 LE without using the 10 LE note.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 63	chapter : 1	Students will: • Participate in Calendar Math activities. • Combine 1, 5, 10, 20, 50, and 100 LE notes to create a given total. • Decompose large denominations of money into smaller .denominations	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min.** Draw a ball on the board with a price tag of 22 LE on it. Allow several students to share their answers. Although most students will create 22 LE using the banknotes they have, some students may identify other combinations, such as twenty-two 1 LE notes. Write students' answers on the board using the format shown below. • 22 LE = 10 LE, 10 LE, 1 LE, 1 LE • 22 LE = 10 LE, 5 LE, 5 LE, 1 LE, 1 LE • 22 LE = 5 LE, 5 LE, 5 LE, 5 LE, 1 LE, 1 LE • 22 LE = 20 LE, 1 LE, 1 LE Point to the board. Make sure students understand the directions. **Reflect: 5 min.** STUDENTS DO: Use Think Time to reflect on decomposing. Write or draw their personal reflections.	34 : 32	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	decompose the number 20.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

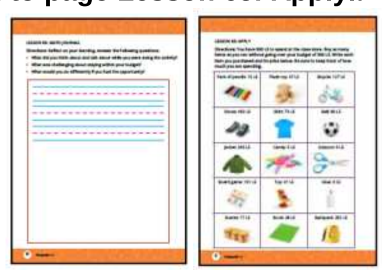
Grade: primary 2 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 64	chapter : 1	Students will: · Participate in Calendar Math activities. · Combine 1, 5, 10, 20, 50, and 100 LE notes to create a given total. · Identify different ways to combine banknotes to create a given .total.	**Calendar : 15-20 min.** **TEACHER DO**: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min.** Display the poster of items, prices, and denominations of money. Point to each part of the poster as you explain it. Confirm accurate answers. Correct major misconceptions. Write the correct answer on the poster. Write the correct answer on the poster. Ask two students to draw lines to connect the matching dots. As students work, circulate around the room, answering questions and offering support as needed. Take note of students who may need additional instruction or support. This activity provides valuable formative assessment data. **Reflect: 5 min.** **STUDENTS DO:** After three minutes, ask students to stand if they have at least two combinations, stay standing if they have three combinations, and so on. Continue until there is only one group left .Have students clap for the students with the most combinations.	37 : 35	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	decompose the number 50.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 65	chapter : 1	Students will: · Participate in Calendar Math activities. · Combine 1, 5, 10, 20, 50, and 100 LE notes to create a given total. · Identify different ways to combine banknotes to create a given total. · Add 2-digit and 3-digit numbers without regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Usually an adult pays for your items, right? But today, it will be up to you to manage your money as you pretend to buy different items. Please take out your Mathematics Student Book and turn to page Lesson 65: Apply..  **Reflect: 5 min.** STUDENTS DO: As students work, walk around and read some of their journal entries. Be sure to read all entries at a later time. The math journal entries provide valuable formative assessment data about students' learning and can help you identify and address lingering misconceptions.	40 : 38	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	What will your strategy be to make sure you buy the most items with your money?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 66	chapter : 1	Students will: · Participate in Calendar Math activities. · Solve one-step story problems involving money. · Add and subtract 2- and 3-digit numbers without regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Continue the game with the questions below. · What is the largest banknote we have used in class? · What is the smallest banknote we have used in class? · Why do we need to know how to add and subtract money? · What questions do you still have about money? Talk to you partner. · Select a few students to share their questions. See if any students are able to answer their friends' questions. Read the story problem aloud at least two times: My grandmother gave me 55 LE for my birthday. I bought a stuffed bear for 34 LE. How many pounds do I have left? Observe students as they work. Take note of students who do not choose the correct operations to solve the problems. **Reflect: 5 min.** STUDENTS DO: If time allows, have students swap books with their Shoulder Partners to solve. At a later time, review students' story problems to see if they understand how to construct story problems involving addition or subtraction.	44 : 41	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write story problems involving money.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

						Teacher's Choices						
windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 67	chapter : 1	Students will: · Participate in Calendar Math activities. · Apply place value concepts to add and subtract money. · Describe their real-world experiences with money.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** 1. TEACHER DO: Display the place value/money mat on the board. (Place Value/Money Mat: see below) **Reflect: 5 min.** STUDENTS DO: Talk to their Shoulder Partner about their real-world experiences with money.	48 : 45	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Have you taught someone younger than you about money?

Place Value/Money Mat		
Hundreds 100 LE	Tens 10 LE	Ones 1 LE

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 68	chapter : 1	Students will: · Participate in Calendar Math activities. · Apply place value concepts to add money with regrouping. · Add 2- and 3-digit numbers with regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the place value/money mat on the board. Have your large banknotes nearby. Write 560 LE + 350 LE = _____ on the board. Confirm accurate responses. Correct misconceptions. If necessary, help students connect their thinking to what they know about place value. Confirm correct responses. Correct misconceptions. If necessary, help students connect their thinking to what they know about place value. As students are working, model the process at the board. As students are working, model the process at the board. As students are working, model the process at the board. As students are working, model the process at the board. Call on students with Thumbs Up to give the answer. Add the answer to the equation on the board. Write 290 LE + 475 LE = _____ on the board. **Reflect: 5 min.** STUDENTS DO: As students work, walk around and review some of their entries. Ask some students to explain or elaborate. The Math Journal pages are an excellent source of formative assessment data.	52 : 49	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	230 LE + 175 LE = ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 69	chapter : 1	Students will: · Participate in Calendar Math activities. · Apply place value concepts to subtract money with regrouping. · Subtract 2- and 3-digit numbers with regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Show 325 LE on your large mat. Write 325 LE – 119 LE = _____ on the board. Take one of the 10 LE notes from the Tens column on your mat. Hold it up so all students can see it. Write the answer to the equation on the board: 325 LE – 119 LE = 206. **Reflect: 5 min.** STUDENTS DO: As students are working, walk around and read some of their entries. Ask some students to explain or elaborate on their thinking. After about three minutes, use an Attention Getting Signal.	56 : 53	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Subtract one of the 100 LE notes from your Hundreds column. Raise your hand when you have an answer.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 70	chapter : 1	Students will: · Participate in Calendar Math activities. · Apply place value concepts to solve story problems involving money. · Add and subtract 2- and 3-digit numbers with regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display your large place value/money mat on the board and have your large banknotes nearby. Write the following on the board: Read the story problem aloud two times to ensure everyone heard it and understood Confirm accurate thinking and clear up any misconceptions. If necessary, explain why the problem is an addition problem. Help the student regroup or allow the student to select a friend to help them solve the problem. Show the card with the A printed on the top left-hand side. **Reflect: 5 min.** STUDENTS DO: Reflect on their learning. Record their thinking in their student book.	60 : 57	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	750 - 625 = ...

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

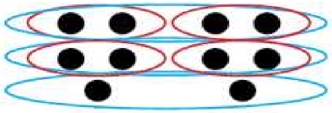
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 71	chapter : 2	Students will: · Participate in Calendar Math activities. · Determine whether a number is even or odd.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display your Even/Odd chart on the board. Record 10 on the chart in the Even column. Have helpers sit. Record 6 on the chart in the Even column. Repeat the process, calling 4 students. all 7 students to the front using the Calling Sticks. Hand out sets of 20 counters to each pair of students. Record the two odd numbers and then continue to ask for even and odd numbers. Selected students record their numbers on the class chart for 2 to 3 minutes or until the chart is filled for numbers 1 to 20. Confirm correct statements and correct misconceptions. **Reflect: 5 min.** STUDENTS DO: Write or draw observations about even and odd numbers.	72 : 68	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	what we learned about even and odd numbers?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 72	chapter : 2	Students will: · Participate in Calendar Math activities. · Describe a number as even or odd. · Determine whether doubling a number results in an even or odd sum.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Point to each number in the chart as you review. If no student mentions that the 2, 4, 6, 8, 10 repeats in the teens, mention and explain this pattern. Circle the digits in the Ones place to show students the repeating pattern. Do the same for the odd numbers as well. Display 23 counters. Have student volunteer help you make partners until one counter is left over. Use Calling Sticks to choose 3 students. Then choose another 3. Have students stand in two groups of 3. Draw one set of _____ (student's number) dots on the board. Then draw a second set of the same number. Group the dots into partners to show that the sum is even. Hand out counters to students who request them. **Reflect: 5 min.**  STUDENTS DO: Draw lines to show how each pair of dots.	77 : 73	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Is 5 an even number or an odd number?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 73	chapter : 2	Students will: · Participate in Calendar Math activities. · Find the sum of two numbers. · Determine whether adding an even and an odd number results in an even or odd sum.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Confirm accurate ideas and correct misconceptions. If no students mention that doubling even or odd numbers results in a sum that is even, review the concept using student helpers or by drawing on the board. If necessary, model a strategy for determining whether the sum is even or odd. Write even or odd in the last column. Hand out number cards and counters to each pair of students. Walk around and observe students as they work. Walk around and observe students as they work. Take note of students who need additional support in identifying whether a number is even or odd. When Learn time is almost over, use an Attention Getting Signal to bring the group back together. **Reflect: 5 min.** STUDENTS DO: Turn and Talk to a Shoulder Partner about their thinking..	81 : 78	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	even + even = ____; odd + odd = ____; and even + odd = ____.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 74	chapter : 2	Students will: · Participate in Calendar Math activities. · Identify the rule for a number pattern. · Extend a number pattern two places.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the shape pattern poster. Repeat the process with the second pattern. Confirm correct responses. Confirm correct responses. Confirm correct responses. On the board, write 0, 10, 20, 30, 40, _______, ________. On the board, write the two patterns below. Have students raise hands to volunteer to write the next two numbers and describe the rule for each. Draw a diagram to help all students understand the patterns, as shown below. If some students continue to have trouble understanding, model the pattern using clapping or stomping. For example, in the second pattern, whisper 20 and then clap twice to 22. Then whisper 22 and clap twice to 24. **Reflect: 5 min.** STUDENTS DO: Share answers with a Shoulder Partner. Identify rules for patterns and discuss areas of disagreement. Correct errors.	85 : 82	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	20, 40, 60, 80, ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

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Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 75	chapter : 2	Students will: · Participate in Calendar Math activities. · Apply a rule to create a number pattern up to five places. · Add or subtract to extend a pattern.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the following pattern on the board and draw arrows to record what is happening between each number. 70, 65, 60, 55, 50, ______, ______, ______, ______, ______ Record students' ideas on the board. Then, model clapping and counting to reinforce that the pattern is decreasing by 5. Record the rule (− 5) on the arrows. Point to each blank and wait for students to state what number to write. Record the numbers to extend the pattern. Hand out strips of paper to Shoulder Partners. **Reflect: 5 min.** STUDENTS DO: Collect the pattern strips.	86 : 89	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 40 on the board and then make four more lines: 40, ____, ____, ____, ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

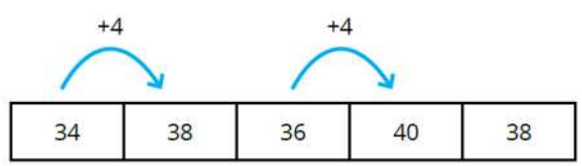
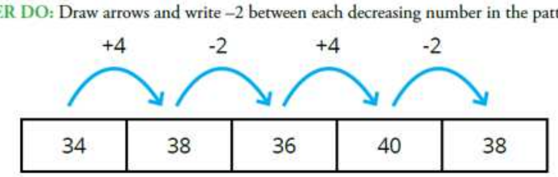
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

						Teacher's Choices						
windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 76	chapter : 2	Students will: · Participate in Calendar Math activities. · Match a rule to a number pattern. · Extend number patterns using a given rule. · Create a pattern rule	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** 2. TEACHER DO: Write the following patterns and rules on the board: Rule: +4 — 59, 52, 45, 38, 31 Rule: +8 Rule: −7 — 26, 30, 34, 38, 42 Rule: −3 STUDENTS DO: Examine each number pattern and match it to the correct rule. Raise their hand when they are ready. Selected students share their answers and draw lines from the rule to the correct number pattern. Rule: +4 — 26, 30, 34, 38, 42 Rule: +8 Rule: −7 — 59, 52, 45, 38, 31 Rule: −3 **Reflect: 5 min.** STUDENTS DO: Selected students share work at the board.	92 : 90	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 20 on the board and then make four more lines: 20, ____, ____, ____, ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 77	chapter : 2	Students will: · Participate in Calendar Math activities. · Identify the rule in a number pattern. · Create addition and subtraction pattern rules. · Extend number patterns to five places using a given rule.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** **Write the following number pattern on the board:** **34, 38, 36, 40, 38** TEACHER DO: Draw arrows and write + 4 between each increasing number in the pattern.  TEACHER DO: Draw arrows and write –2 between each decreasing number in the pattern.  **Reflect: 5 min.** STUDENTS DO: Selected students share work at the board.	96 : 93	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Create a number pattern using the rule +5, –1 starting at the number 34.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 78	chapter : 2	Students will: · Participate in Calendar Math activities. · Define array. · Identify arrays and non-arrays. · Create an array.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Show one example of an array and one example of a non-array. After one minute of partner talk, use an Attention Getting Signal and ask a few students to share their ideas. Show the array/non-array posters. For each array poster, ask what makes it an array. For each non-array poster, ask how it could be made an array. Hand out sets of squares to each student. Observe students as they work. After approximately 10 minutes, use an Attention Getting Signal. **Reflect: 5 min.** STUDENTS DO: Observe students as they write journal entries. At the end of Reflect, have students put away materials..	99 : 97	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	How might we use arrays?

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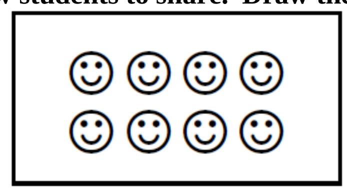
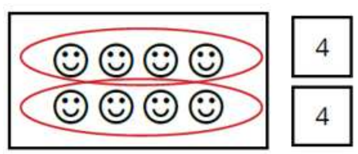
H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 79	chapter : 2	Students will: · Participate in Calendar Math activities. · Use repeated addition to find the total number of objects in arrays. · Write addition equations to express the total number of objects in an array..	<u>Calendar : 15-20 min.</u> TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket <u>Learn : 35-40 min</u> Use Calling Sticks to select a few students to share. Draw the following array on the board: Write "column" and "row" on the board as shown. Draw and count as you explain.   4 + 4 = ☐ <u>Reflect: 5 min.</u> STUDENTS DO: Observe students as they write journal entries. At the end of Reflect, have students put away materials..	103 : 100	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	why 2 + 2 + 2 + 2 = 8 is repeated addition.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 80	chapter : 2	Students will: · Participate in Calendar Math activities. · Use repeated addition to find the total number of objects in arrays. · Write addition equations to express the total number of objects in an array..	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** · Participate in Calendar Math activities. · Write addition equations to express the total number of objects in an array. · Design an array using repeated Select a student who finished quickly to show their work on the board. addition. Draw the array on the board to model. Point to the rows and columns. Count them aloud to help students make the connection between the picture and the description. Help students as needed. When done, have students return to their seats. Show students your example of a completed array building. Walk around to observe students as they work. Offer help as needed. **Reflect: 5 min.** STUDENTS DO: Decide how and where students will create and display their Array City. For example, students may glue their buildings to a large sheet of paper or place them face down and tape them together to form a collage.	107 : 104	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	why 2 + 2 + 2 + 2 = 8 is repeated addition.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 81	chapter : 3	Students will: · Participate in Calendar Math activities. · Apply strategies to estimate quantities. · Apply strategies to estimate sums and differences.	**Calendar : 15-20 min.** **TEACHER DO**: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Walk around the room and show students the jar. Call on each partner group to quickly state their estimate. Record all estimates on the board. Put the objects into sets of 10. Put the leftover objects in their own set. Circle the estimate that was the closest. Ask students who were close to share the strategies they used to estimate. Record 32 + 54 = _____ on the board. Point to the 3 in 32. Point to the 5 in 54. Ask someone who is standing to explain their thinking. Record 82 – 37 = _____ on the board. **Reflect: 5 min.** **STUDENTS DO:** Give students 1 to 2 minutes to talk with a Shoulder Partner and then use Calling Sticks to choose students to share their thinking with the larger group.	119 : 116	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	80 – 30 is ....

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 82	chapter : 3	Students will: · Participate in Calendar Math activities. · Round 2-digit numbers to the nearest Ten. · Round two 2-digit numbers to estimate their sum.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write 31 + 78 on the board. After about one minute, use the Calling Sticks to select students to share what they know about estimation. Confirm accurate responses. Correct misconceptions. Students should mention the following: using place value to estimate, estimates are not exact answers, there are different estimation strategies. If necessary, explain the concept again in a different way to help struggling students understand. Consider asking students who understand to explain it to the class choose 11 students. Give each student a card from Set 1. Point out that the student holding 31 is standing closer to the student holding 30 than the student holding 40. **Reflect: 5 min.** STUDENTS DO: Think for a minute about how to round 182. Share their thinking with their Shoulder Partner. Give a Thumbs Up when ready. Selected students share their thinking	125 : 120	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Let's round number 78 to the nearest Ten.

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H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 83	chapter : 3	Students will: · Participate in Calendar Math activities. · Apply estimation strategies in problem-solving situations. · Estimate sums and differences. · Round 3-digit numbers to the nearest Hundred.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write 130 + 480 = _____ on the board. Write 100 under 130 and 400 under 400. Write the estimated sum: 500. Use Calling Sticks to choose 11 students. Give each student a card with numbers. Students should notice that the numbers go from 100 to 200, counting by 10. If no students mention it, be sure to point it out. Write 100 on the board under 130. Write 500 under 480. Hold up the card with the letter A in the corner and then another card where the problem is written vertically. **Reflect: 5 min.** STUDENTS DO: Think for a minute about how to round 182. Share their thinking with their Shoulder Partner. Give a Thumbs Up when ready. Selected students share their thinking	130 : 126	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	68 + 52 = ____

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H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 84	chapter : 3	Students will: · Participate in Calendar Math activities. · Add 2-digit numbers with regrouping. · Explain why it is sometimes necessary to regroup to solve problems.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the large Tens-Ones place value mat on the board. Have 10 straw bundles (Tens) and 19 loose straws (Ones) to model. Write 53 + 28 on the board vertically. Show students your straw bundles and loose straws. Tape the bundles in the Tens column and the loose straws in the Ones column. Tape the straws representing 28 to the place value mat (under the straws representing53). Model how to make a bundle of 10 straws, leaving 1 straw behind. Hand out supplies to each group. Observe students as they work and talk together. Note who is having difficulty and offer assistance where necessary. At the end of Learn time, use an Attention Getting Signal. **Reflect: 5 min.** STUDENTS DO: Think for a minute about how to round 182. Share their thinking with their Shoulder Partner. Give a Thumbs Up when ready. Selected students share their thinking	134 : 131	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Calculate the sum of 53 and 28

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Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 85	chapter : 3	Students will: · Participate in Calendar Math activities. · Use place value models to regroup and add. · Add two 2-digit numbers with Regrouping .	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the large place value mat. Have straw manipulatives available. Begin the lesson by having students explain the reason and process for regrouping. Write 18 + 24 = _____ on the board. Encourage students to use place value models (such as straws). Use this as a preassessment to determine what students remember about When students are finished, have a volunteer model how to solve the problem at the board. Hand out place value straws and rubber bands to each table. Although students are working in pairs, small groups can share materials. Not every student will use them. Walk around and observe students as they work and talk. Offer help as needed. Take note of struggling students who may need some additional instruction or practice. When students are finished, collect the materials. **Reflect: 5 min.** STUDENTS DO: Reflect on learning. Think about the question and record thoughts in the student book.	137 : 135	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 18 + 24 = ___

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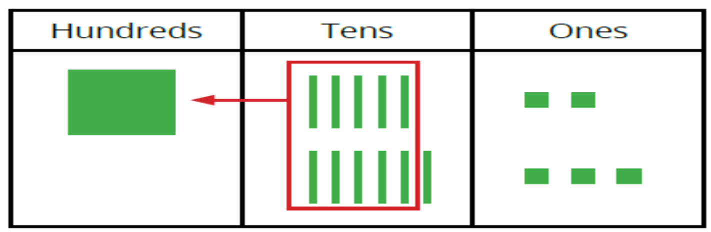
H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 86	chapter : 3	Students will: · Participate in Calendar Math activities. · Use place value models to regroup and add. · Add two 3-digit numbers with regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the addition problem on the board: 52 + 63 = _____. Display the large place value mat and have students help you draw place value models for each addend.  Write 115 on the board. **Reflect: 5 min.** STUDENTS DO: Reflect on their learning. Think of questions, challenges, and helpful hints related to regrouping.	141 : 138	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 583 + 365 = ...

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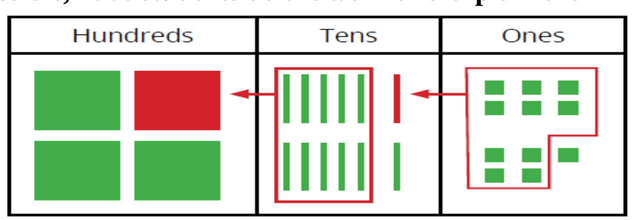
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 87	chapter : 3	Students will: · Participate in Calendar Math activities. · Add two 2-digit numbers with regrouping. · Apply mental math strategies to solve an addition problem involving regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write 156 + 265 = _____ on the board. Use Calling Sticks to select three students to draw a place value model for 156. Have one student draw Hundreds, one draw Tens, and one draw Ones. Offer assistance as needed. Use Calling Sticks to select three students to draw a place value model for 265. Walk students through regrouping this problem starting with the Ones place. When possible, have students do the work and explain their thinking.  **Reflect: 5 min.** STUDENTS DO: Apply a variety of strategies to solve the problem. Compare answers and the strategies they used with a Shoulder Partner.	145 : 142	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 619 + 111 = …………………

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

Grade: primary 2 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 88	chapter : 3	Students will: · Participate in Calendar Math activities. · Add 1-, 2-, and 3-digit numbers with and without regrouping. · Use place value models to regroup and add. · Check answers to identify errors and misconceptions.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the 3-digit number on the board. Have another volunteer give you a 2- or 3-digit number. Model how to solve the problem using place value drawings. Do a Think Aloud so students understand your problem-solving process. Consider making mistakes as you work to see if students catch them. Clarify directions as needed. Circulate around the room to listen to students' conversations, check students' work, and offer help as needed. Take note of interesting conversations that may benefit other students. You can ask those students to share their conversation with the class during Reflect. Collect all materials when students are finished. **Reflect: 5 min.** STUDENTS DO: Reflect on today's lesson. Consider their responses to the teacher's questions, then share their thinking with their Shoulder Partner. Selected students share their thinking with the class.	148 : 146	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 789 + 174 = ...

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 89	chapter : 3	Students will: · Participate in Calendar Math activities. · Add 2- and 3-digit numbers with regrouping. · Make connections between concrete and abstract models of regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the following on the board: 136 + 28 = _____. Then write the problem in the large Hundreds-Tens-Ones chart. Write 14 in the Ones place as shown below. Write 1 in the Hundreds place as shown below. Then add the answer to the equation: 136 + 28 = 164. **Reflect: 5 min.** STUDENTS DO: Selected students share ideas.	152 : 149	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	265 + 281 = ____.

	Hundreds	Tens	Ones
		1	
	1	3	6
+		2	8
			~~1~~4

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : HOW THE WORLD WORKS	Lesson : 90	chapter : 3	Students will: · Participate in Calendar Math activities. · Identify and correct errors in estimation and regrouping problems. · Add 1-, 2-, and 3-digit numbers with and without regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Wait 1 to 2 minutes for Shoulder Partners to talk, then call on 2 or 3 students with Thumbs Up to share their stories. Display the posters showing problems 1 and 2. Point to each poster as you discuss it with students. Call on 2 or 3 students to share what they noticed and how to correct the mistakes. Confirm accurate responses and correct misconceptions. · Problem 1: The student took 11 Ones to make a new Ten so the answer was incorrect. They can correct it by taking only 10 Ones to make the new Ten, leaving them 2 Ones. The correct answer is 42. · Problem 2: The student made a calculation mistake. 70 – 30 does not equal 30, but 40. They can correct it by recalculating. Put up the poster showing problem 3. **Reflect: 5 min.** STUDENTS DO: Give students 3 to 4 minutes to respond to the prompt. As students work, walk around and read some of their entries. Be sure to collect the books to read all of the entries at a later time.	156 : 153	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	365 + 221 = _____.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 91	chapter : 4	Students will: · Participate in Calendar Math activities. · Create addition and subtraction sentences using fact families. · Explain the relationship between addition and subtraction.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Post the Fact Family House poster on the board. On the board, write 6, 4, 10. Wait about one minute and then use Calling Sticks to choose 2 or 3 students to share what they discussed about 6, 4, and 10. If no students share th following, provide the equations to help guide the discussion: 6 + 4 = 10 and 4 + 6 = 10; and the inverse, 10 - 6 = 4 and 10 - 4 = 6. Pick two cards and record the numbers in the two boxes at the bottom of the roof triangle. For example, 5 and 7. (Replace 5 and 7 with the numbers you select.) Record 12 in the top box in the roof triangle so that students can see the three numbers in the fact family. **Reflect: 5 min.** STUDENTS DO: Review some of the students' journal entries as they work. Be sure to review all entries, as the math journal provides valuable information about students' learning.	169 : 164	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	13 = 5 + ………………

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 92	chapter : 4	Students will: · Participate in Calendar Math activities. · Use a number line to subtract. · Investigate the relationship between addition and subtraction using a number line.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Call 10 students to come up and hand out number cards. Use Calling Sticks to select a student. Give the student a red dot. Use Calling Sticks to select a student. Give the student a red dot. Write 11 + 6 = 17 on the board. Then recreate the number line on the board. Circle the 11, draw 6 hops to 17, and circle 17. Then choose two new students to be the dots. Write 17 – 6 = 11 on the board. Write 16 – 5 = _____ on the board. Circle the 16 and the 5. Select a student who is standing to show their work on the board. Use the number line to model as needed. Emphasize the inverse relationship between addition and subtraction. Walk around and observe students as they work. As an extension activity, have students who finish early select one of the problems and write a story problem for it. When Learn timeis over, use an Attention Getting Signal. **Reflect: 5 min.** STUDENTS DO: Turn and Talk to Shoulder Partner about the questions posed. Selected students share their thinking with the class.	173 : 170	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	the difference between 16 and 5 is …………

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 93	chapter : 4	Students will: · Participate in Calendar Math activities. · Solve story problems involving subtraction. · Identify words that signal them to subtract to solve a problem.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** On the board, write the following story problem: Sara had 58 LE. She spent 22 LE. How many pounds does she have left? Record students' number sentences on the board. 58 – 22; 22 – 58 ; and 22 + ___ = 58 are possible choices. If students do not suggest one or more of thes options, provide them to students and write them on the board. Write the following story problem on the board: Farah has 58 apples. Amir has 22 apples. How many more apples does Farah have? Take note of the strategies students propose. Correct any misconceptions. **Reflect: 5 min.** STUDENTS DO: Share Apply page with Shoulder Partner to compare answers and strategies.	177 : 174	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	58 - 22 = something or as 22 + something = 58.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 94	chapter : 4	Students will: · Participate in Calendar Math activities. · Decompose 2-digit numbers into combinations of Tens and Ones. · Explain how decomposing numbers can be helpful.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write 34 = 30 + 4 on the board. Have place value materials from Lesson 84 available to help model. Use Calling Sticks to choose 2 to 4 students to share how they decomposed 34. Record their ideas on the board. If no one shares 34 = 10 + 10 + 10 + 4 or 34 = 20 + 14, write them on the board. Write the following on the board: 87 = 80 + _______. 87 = 70 + _______. ______ + 27 = 87 Model 87 as 8 bundles of 10 and 7 loose sticks. Model moving a bundle of Ten to the Ones. Model moving another bundle of Ten to the Ones. Roll the dice and record the number created. Call on students with Thumbs Up and record their work. If necessary, model a decomposition of the number showing Tens and Ones. Hand out two dice to each pair of students. **Reflect: 5 min.** STUDENTS DO: Think for a minute and then write or draw a response to the prompt in their student book.	181: 178	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	8 Tens and 7 Ones = …………………

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

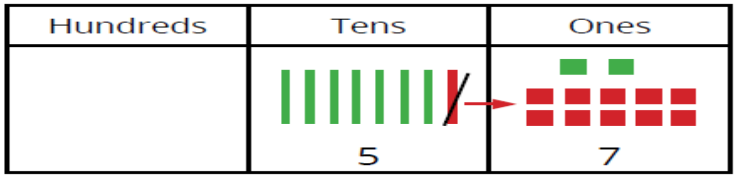
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 95	chapter : 4	Students will: · Participate in Calendar Math activities. · Apply mental math strategies to subtract by Tens or Hundreds. · Use known subtraction answers to solve new problems.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the problems below on the board. These are cluster problems. Cluster problems are sets of three or more problems that use known facts from the first problems to answer a more difficult problem. 94 - 10 = _____ 94 - 20 = _____ 94 - 40 = _____ 94 - 44 = _____ Write 94 - 45 on the board. Write the following cluster of problems on the board: 150 - 10 = _____ 150 - 20 = _____ 150 - 50 = _____ 150 - 100 = _____ **Reflect: 5 min.** STUDENTS DO: Think for a minute and then write or draw a response to the prompt in their student book.	185: 182	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	150 – 99 = ____

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

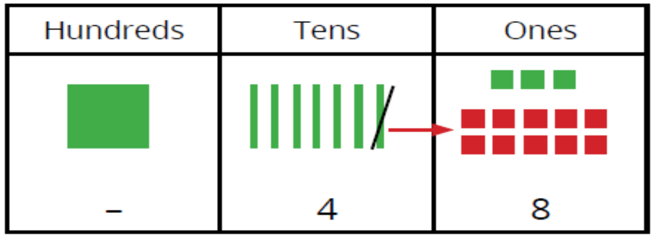
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

						Teacher's Choices						
windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 96	chapter : 4	Students will: · Participate in Calendar Math activities. · Use place value models to regroup and subtract. · Subtract 2-digit numbers with regrouping. · Define regrouping.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** 1. TEACHER DO: Write the following cluster problem on the board: 150 – 10 = _____ 150 – 20 = _____ 150 – 50 =_____ 150 – 100 = _____ 150 – 99 = _____ Write the answers on the board as you do a Think Aloud for each problem. Write 82 – 57 = _____ Put students into groups of four. Hand out place value materials (bundles and loose straws) to students. Call on a group to share their answer.  **Reflect: 5 min.** STUDENTS DO: Write a definition of regrouping in the student book.	190 : 186	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Let's try 44 – 19 =_____.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

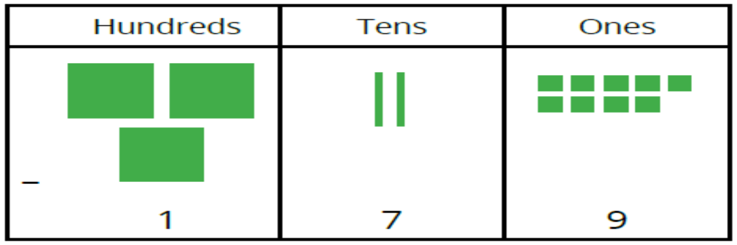
windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 97	chapter : 4	Students will: · Participate in Calendar Math activities. · Use place value models to regroup and subtract. · Subtract 2-digit numbers with regrouping. · Apply strategies to estimate differences.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the following problem on the board: 16 – 8 =_____. Add the answer to the equation on the board: 16 – 8 = 8. Hand out place value materials to each group. Write the following problem on the board: 173 – 48 = _____.  173 – 48 = 125. **Reflect: 5 min.** STUDENTS DO: Share thoughts with a Shoulder Partner.	195 : 191	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Let's try 44 – 19 =_____.

Teacher's Choices: Teacher guide Pages, Teaching Strategies, Questions Modeling, Digital resources, Differentiation / Challenges, Math Journal, Enrichment

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 98	chapter : 4	Students will: · Participate in Calendar Math activities. · Use place value models to regroup and subtract. · Subtract 2- and 3-digit numbers with regrouping. · Apply strategies to estimate differences.	<u>Calendar : 15-20 min.</u> TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket <u>Learn : 35-40 min</u> Select a few students to share their explanations. Students should mention drawing the largest number, or minuend, as a set of Tens and Ones, decomposing one Ten into ten Ones and drawing the new Ones, and subtracting to find the difference. Write the following problem on the board: 329 – 179 = _____.  <u>Reflect: 5 min.</u> STUDENTS DO: Compare their work with a Shoulder Partner's. Identify and correct errors.	199 : 196	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Let's try 542 – 215 = ____.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 99	chapter : 4	Students will: · Participate in Calendar Math activities. · Subtract 2- and 3-digit numbers with regrouping. · Make connections between concrete and abstract models of regrouping. · Apply strategies to estimate differences.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the following on the board: 456 – 39 = _____. Then write the problem in the large Hundreds–Tens–Ones chart. (see chart below) **Reflect: 5 min.** STUDENTS DO: Respond to the prompt in the student book. Record their thinking using words, numbers, and pictures.	204 : 200	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	265 – 73 = ____.

Hundreds	Tens	Ones
4	4 ~~5~~ →	16
–	3	9
4	1	7

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

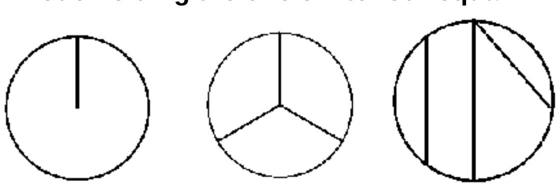
windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 100	chapter : 4	Students will: · Participate in Calendar Math activities. · Share 100th day collections. · Analyze their math learning over the last 100 days.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Today is a very special day. It is our 100th day of school. I am very excited to see all of your 100th day collections. Please take out your collection and display it on your table. We will do a Gallery Walk to see everyone's collections. See how quickly you can count some of them. Today is a very special day. It is our 100th day of school. I am very excited to see all of your 100th day collections. Please take out your collection and display it on your table. We will do a Gallery Walk to see everyone's collections. See how quickly you can count some of them. **Reflect: 5 min.** STUDENTS DO: Look through their student book to review what they have learned in math over the last 100 days.	206 : 205	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	What are you still working on in math?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

101

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 101	chapter : 5	Students will: · Participate in Calendar Math activities. · Create halves, thirds, and fourths of circles. · Identify equal and unequal parts of a whole.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Hand out three circles to each student. Draw three empty circles on the board. Select three students to draw how they folded their circle on the board If necessary, model folding the circle into two equal parts. Model folding the circle in half. Model folding the circle into four equal parts.  **Reflect: 5 min.** STUDENTS DO: Write or draw a response to the journal prompt in the student book.	220 : 216	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	When a circle has three equal parts, Each equal part is …………

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

Grade: primary 2 Class : Date: Present : Absent: students total number :

<table>
<tr><th rowspan="2">windows</th><th rowspan="2">Them</th><th rowspan="2">Lesson</th><th rowspan="2">Chapter</th><th rowspan="2">Learning outcomes</th><th rowspan="2">Activities</th><th colspan="7">Teacher's Choices</th></tr>
<tr><th>Teacher guide Pages</th><th>Teaching Strategies</th><th>Questions Modeling</th><th>Digital resources</th><th>Differentiation / Challenges</th><th>Math Journal</th><th>Enrichment</th></tr>
<tr>
<td>Mathematics</td>
<td>The First : COMMUNICATION</td>
<td>Lesson : 102</td>
<td>chapter : 5</td>
<td>Students will:
· Participate in Calendar Math activities.
· Use appropriate vocabulary to describe fractions.
· Investigate the attributes of halves, fourths, and thirds.</td>
<td><u>Calendar : 15-20 min.</u>

TEACHER DO: Guide student helper through the procedure, including the following:
• Current month
• All months of the year
• Current day
• All days of the week
• Today's date: Today is (day of week) the (date) of (month) (year).
• Yesterday and tomorrow
• Days in school (place value pockets, circle 120 Chart, count aloud)
• Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket

<u>Learn : 35-40 min</u>
Display the large fraction circles you created in the last math lesson. Display the large fraction chart. Provide correct answer if needed (accept half or halves as an answer). Then write half and halves on the chart as the fraction in words Write . (written vertically) on the chart for "Fraction in numbers." Also record . on ONE of the half pieces in the drawing at the top of the chart. The chart should look as shown..
<table>
<tr><td>Fraction in pictures and numbers</td><td>½ ½</td><td>¼ ¼ ¼ ¼</td><td>1/3 1/3 1/3</td></tr>
<tr><td>Number of equal parts</td><td>2</td><td>4</td><td>3</td></tr>
<tr><td>Fraction in words</td><td>Half Halves</td><td>Fourths</td><td>Thirds</td></tr>
<tr><td>Vocabulary</td><td colspan="3">numerator, denominator, fraction bar</td></tr>
</table>
<u>Reflect: 5 min.</u>
STUDENTS DO:
Turn to page Lesson 102: Math Journal in the student book.</td>
<td>225 : 221</td>
<td>• attention Getting signal
• calling sticks
• hands up, Pair up
• lean and Whisper
• model
• Popcorn
• shoulder Partners
• sky Writing
• Think aloud
• The numbs up
• t-chart
• Wait time
• Whisper</td>
<td>Current month is .... All months of the year are .... All days of the week are ....</td>
<td>Picture</td>
<td>Citizenship - treatment of common mistakes in pupils.</td>
<td>Page :</td>
<td>the word "quarters" = ...</td>
</tr>
</table>

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

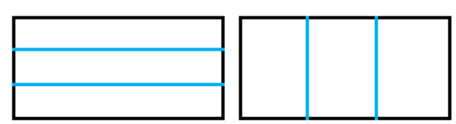
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 103	chapter : 5	Students will: · Participate in Calendar Math activities. · Use appropriate vocabulary to describe fractions. · Investigate the attributes of halves, fourths, and thirds.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the fraction chart you created in Lesson 102. Call on a few students. If no one identifies that the numerators are all 1 and the denominators are all different, be sure to point that out. Write . on the board. Then draw four large circles on the board. Draw lines to divide each circle into four equal pieces. Shade in one-fourth of your circle on the board. Monitor and correct students if needed. Write . under your circle. Shade in two pieces of your second circle. Write __4, underneath your second circle. Shade in three pieces of your third circle. Ask for a student volunteer to write the fraction under your circle. Write 1 on the board under the last circle. **Reflect: 5 min.** STUDENTS DO: Reflect on their learning. Complete the fraction activity and answer the question in their book.	226 : 229	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	4/4 = ...

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 104	chapter : 5	Students will: · Participate in Calendar Math activities. · Identify multiple ways to divide a rectangle into fractional parts. · Make connections between images of fractions and fraction names.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Draw a fraction circle on the board with . colored. Have students find a new partner Draw a fraction circle on the board with . colored. Play two more rounds using fraction images for ___$_3$ and ___$_4$. Hand out one blank sheet of paper to each student. Hand out a ruler to each small group.  **Reflect: 5 min.** STUDENTS DO: Reflect on their learning. Think about patterns they have seen and things they have noticed while working on fractions. Share their thinking with their Shoulder Partner. Selected students share their thinking with the class.	234 : 230	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	3/3 = 4/4 = 5/5 = ……………

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 105	chapter : 5	Students will: · Participate in Calendar Math activities. · Create fractions using word or number clues.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Put students into groups of four using Count Off. Hand out sets of Build-a-Fraction Cards (one set to each small group). Draw the following on the board: a rectangle with three equal parts, a rectangle with four equal parts, and a circle with four equal parts. Use Calling Sticks to select a student to color . on the board. Give students time to complete the activity. Walk around the classroom and offer help as needed. Take note of students who are struggling with the activity. Have those students work with a partner. **Reflect: 5 min.** STUDENTS DO: Think about the two fractions. Record an answer to the prompt including reasoning.	237 : 235	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	How do we say the fraction with a numerator of 3 and a denominator of 4?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

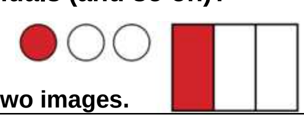
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 106	chapter : 5	Students will: · Participate in Calendar Math activities. · Identify numbers as even or odd. · Name all fractional parts for halves, thirds, and fourths.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the fraction poster you created. Record what students state about the names of the fractions, what a fraction is, and why the one drawing is not in fact an image of a fraction because the parts are not equal. If no students states that the . image is incorrect, ask questions to guide the discussion. Point to the fraction that shows ⅓. Write ⅓ on the board next to the fraction drawing. Repeat the process for . and □_2, having students clap the number of equal parts and then Lean and Whisper the parts colored in. Be sure to explain that □_2 makes a whole since there are two parts and both are colored. Hold up one 6-sided die. **Reflect: 5 min.** STUDENTS DO: Turn to page Lesson 106: Math Journal.	240 : 238	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Record on board: Even: 2, 4, 6 – move two spaces. Record on board: Odd: 1, 3, 5 – move one space.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 107	chapter : 5	Students will: · Participate in Calendar Math activities. · Identify and write fractional parts of a set. · Compare fractions of a whole and of a set.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Draw a rectangle and circle model of fourths on the board with . colored in. Call on a student who is standing to explain why both models show . Display your large version of the four flowers in the student book. Put a box around the whole group of flowers on the board. Record the answer on the board: . of the flowers are red. Circle the group of red flowers within the box that you already drew around the whole group. Call up two girls and one boy to the front of the class. Have them stand in a line. Record the answer on the board and be sure to model how to write and read $\frac{2}{3}$. Ask students to explain how they know the denominator is 3 and the numerator is 2. If time allows, call up another set of students. This time call up four with a different number of girls and boys. Repeat the process, clapping for how many students in the set and then asking what fraction are girls or boys or a different question, such as What fraction of the set are wearing shorts/skirts/stripes/sandals (and so on)? **Reflect: 5 min.**  STUDENTS DO: Talk to Shoulder Partner about the two images.	245 : 241	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Record on board: Even: 2, 4, 6 – move two spaces. Record on board: Odd: 1, 3, 5 – move one space.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 108	chapter : 5	Students will: · Participate in Calendar Math activities. · Identify fractions of a set of objects. · Write fraction questions about a set of objects.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Have available a bag of objects representing .. On the board, draw a rectangle that is divided into four equal parts but do not color in any of the parts. Take out the four objects and show them to the students. Call on a student to share and then call on a different student who has a different idea. There may be many things that ⅔ of the group have in common. Read the directions and the questions below the first problem. Call on three students to share their thinking (one student for each question). Write the fraction on the board to model how to write fractions. Walk around the class and observe students working together to answer questions about the sets. Support students as needed and note who is having trouble. Explain extension activity to those students who finish early. When time is up, Use an Attention Getting Signal. **Reflect: 5 min.** STUDENTS DO: Examine the image in their book and then write two fraction questions that could be answered about the set.	248 : 246	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is …….. All months of the year are …….. All days of the week are ……..	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Nice work. . of the flowers are red. . of the flowers are blue, and $\frac{4}{4}$ of the flowers are …………………

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

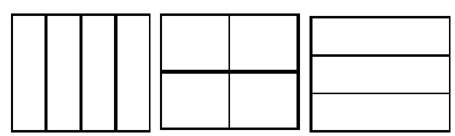
Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 109	chapter : 5	Students will: · Participate in Calendar Math activities. · Solve story problems involving fractions of a whole or a set. · Evaluate their progress in learning about fractions.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the following on the board: Marwa baked an apple pie and cut it into four equal pieces. She gave one piece to her brother and one piece to her sister. Read the story problem aloud. Then draw a picture of the pie cut into four pieces. If no one asks how much of the pie is left, guide the students or offer that as a question and have students share the answer. The idea is to get students to think about all the fractions that this word problem could contain, so that when they see a variety of questions on the Fraction Story Problem Cards, they will have had exposure to them Use Calling Sticks to create groups of four or five, depending on class numbers. Hand out a set of Fraction Story Problem Cards to each group. **Reflect: 5 min.** STUDENTS DO: Take Mathematics Student Book and find group. Work for the rest of the Learn time to solve the problems on the cards. Record answers in book. Check answers with others in the group.	252 : 249	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Marwa's brother ate . of the pie. Is there another question we could ask and answer about this pie?

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 110	chapter : 5	Students will: · Participate in Calendar Math activities. · Partition rectangles into three or four equal parts. · Demonstrate understanding that each fractional part of a rectangle is part of a whole. · Describe equal parts of a whole using fraction vocabulary.	<u>Calendar : 15-20 min.</u> TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket <u>Learn : 35-40 min</u> Post your completed fraction flag and the Egyptian flag Display Fraction Flag Label with your flag. Read it aloud to students. If needed, draw on the board ways to divide the paper into thirds or fourths or have students suggest and model. Examples are shown below. Make sure al students understand the directions. Hand out materials to students.  Students sitting at the same table may share decorating materials. Walk around to observe students as they make flags. Offer support as needed, particularly to students who are struggling or students who are making flags divided into sixths or eighths. Help students with their labels if necessary. When Learn time is over, use an Attention Getting Signal. <u>Reflect: 5 min.</u> Call on three or four students to share their observations..	255 : 253	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	the Egyptian flag is divided into thirds. ⅓ is ……….., ⅓ is white, and ⅓ is ……

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H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 111	chapter : 6	Students will: · Participate in Calendar Math activities. · Interpret data in bar graphs with a scale of 5 or 10. · Interpret data in pictographs with a scale of 2 or 5. · Explain why it is important to use an appropriate scale when creating graphs.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the Animals on a Farm bar graph and pictograph Wait 1 minute for partners to discuss the graphs and then use **Calling Sticks** to choose three or four students to share what they discussed.. Record students observations. **Model** on the graph how to find the bar for goats and then move to the vertical axis and find the number 20. Wait 1 minute for partners to discuss and then use **Calling Sticks** to choose two or three students to share what they discussed. Confirm accurate ideas. Correct students' major misconceptions. If no one mentions it, explain that the bar would be halfway between 30 and 40 Point to the scale on the bar graph.. Confirm accurate observations. Correct students' major misconceptions. **Reflect: 5 min.** **Confirm accurate ideas. Correct students' major misconceptions. If no students mention the need for a much larger graph if the scale were 2, ask questions to facilitate their thinking.**	270 : 266	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Hold up 3 fingers and skip count by 5s to 15.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 112	chapter : 6	Students will: · Participate in Calendar Math activities. · Organize four categories of data into a bar graph. · Choose an appropriate scale based on the data being graphed. · Create and solve put together, compare, and take-apart problems using data.	**Calendar : 15-20 min.** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the large Favorite Ice Cream Flavor and blank bar graphs you created. Read the story aloud to the class. Record the data on the board at the end of the story. Walk around the room observing students as they make their bar graph and write and answer questions. Offer support where needed. Take note of students who are struggling to make the graph or to write and answer questions about the graph. When Learn time is over, use an **Attention Getting Signal**. **Reflect: 5 min.** **Share graphs with a Shoulder Partner and discuss similarities and differences.**	273 : 271	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	what is the same and what is different about your graphs ?

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H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 113	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Organize four categories of data into a pictograph. · Choose an appropriate scale based on the data being graphed. · Create and solve put-together, compare,and take-apart problems using data.	**<u>Calendar : 15-20 min.</u>** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **<u>Learn : 35-40 min</u>** Display the large blank pictograph you created. Read aloud Part 2 of the story. Record the new animal data on the board Write a suggested (appropriate) title on your blank pictograph. Discuss students' suggestions for scale and ask them to defend their choices based on the data from the story. If any students suggest a scale of 10, ask questions to help students understand why that scale does not make sense given the data. Walk around the room, observing students as they make their pictographs and write their questions. Offer support where needed. Take note of students who are struggling so you can provide additional instruction. When Learn time is over, use an **Attention Getting Signal**. **<u>Reflect: 5 min.</u>** **Turn to page Lesson 113: Math Journal. Write a response to the prompt in the student book. Put away book and pencil.**	276 : 274	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	When you are finished creating your pictograph, write three question for your Shoulder Partner to answer.

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H.E

Grade: primary 2 Class : Date: Present : Absent: students total number :

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 114	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Identify real-world arrays. · Write repeated addition sentences for arrays. · Calculate the total number of objects in arrays.	**Calendar : 15-20 min.** **TEACHER DO:** Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the egg carton image so that students see 2 rows of 3 eggs. Display the muffin tin image so that students see 3 rows of 4. Give students 1 to 2 minutes to discuss. Then use **Calling Sticks** to select four students to share what their partner saw in the images.If needed, remind students of the term. If students do not mention repeated addition and/or equal addends, ask questions to facilitate their thinking. If students do not identify the correct answers, write the following on the board: 2+ 2 + 2 = 6 or 3 + 3 = 6. Use **Calling Sticks** to select students to respond. If students do not identify the correct addition sentences, help them count the rows and columns and name the array. Then, **Model** how to write the addition sentences 3 + 3 + 3 +3 = 12 and 4 + 4 + 4 = 12. Select two pairs to share their thoughts. Clarify directions if necessary. **Reflect: 5 min.** **Open student books to page Lesson 114: Math Journal.**	280 : 277	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	2+ 2 + 2 = ... or 3 + 3 = ...

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

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Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 115	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Create arrays with given rows and columns. · Write a repeated addition sentence to express the total number of objects in an array..	**Calendar : 15-20 min.** **TEACHER DO: Guide student helper through the procedure, including the following:** • **Current month** • **All months of the year** • **Current day** • **All days of the week** • **Today's date: Today is (day of week) the (date) of (month) (year).** • **Yesterday and tomorrow** • **Days in school (place value pockets, circle 120 Chart, count aloud)** • **Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket** **Learn : 35-40 min** Select a student to begin and then allow students to **Popcorn** around the classroom to share. Help students **Count Off** to divide students into groups of 10. Write "4 by 2" on the board. Walk around the room and assist as needed. Give students 2 to 3 minutes to build their human array. When students are finished, select one group to stand and show their array to the class. Write "5 by 2" on the board and repeat the process. Have each group demonstrate their array for the class. Have the other students identify the number of rows and columns. After all groups have shared their array, students will go back to their tables. Hand out two dice to each set of **Shoulder Partner**s. Roll one die. Write the number on the board. (For example, if you rolled a 3,you would write 3 by _____.) Roll the second die. Write the number on the board. (If you roll a 4, you would write 3 by 4.) **Reflect: 5 min.** **Compare array grids with their Shoulder Partner's and discuss the results..**	284 : 281	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 3 + 3 + 3 + 3 = ...on the board.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 116	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Add and subtract 1-, 2-, and 3-digit numbers. · Apply a variety of strategies to solve problems. · Identify and correct errors in their work and the work of others.	**Calendar : 15-20 min.** **TEACHER DO:** Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write 67 + 45 = _____ on the board. Give students a minute or two to solve the problem mentally, and then use **CallingSticks** to select pairs to share their answers. Record the answer on the board. Then ask if anyone has a different answer. If someone shares the same answer, make a check mark next to it instead of rewriting. Repeat until there are a few different answers on the board. · 72 – 2 Tens = 52 · 52 – 2 Ones = 50 · 50 – 6 Ones = 44 **Reflect: 5 min.** **Turn to page Lesson 116: Math Journal in the student book.Respond to the journal prompt. Put away materials.**	288 : 285	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is .... All months of the year are .... All days of the week are	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	Write 72 – 28 = _____ on the board.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

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Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 117	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Add and subtract 2- and 3-digit numbers. · Write story problems for addition and subtraction equations. · Apply a variety of strategies to solve addition and subtraction story problems.	**Calendar : 15-20 min.** **TEACHER DO**: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Write the following problems on the board: · 34 + 88 = ______ · 82 - 38 = ______ · 140 - 65 = ______ · 86 + 95 = ______ · 218 + 85 = ______ · 184 - 29 = ______ · 358 + 257 = ______ · 230 - 157 = ______ · 347 + 256 = ______ · 500 - 256 = ______ **Reflect: 5 min.** Share story problems with partner. Compare problem-solving strategies and check each other's answers.	291 : 289	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	think of a story problem for 82 – 38.

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Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 118	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Add and subtract 2- and 3-digit numbers. · Collaborate to play a math game. · Evaluate their progress in adding and subtracting with regrouping.	**Calendar : 15-20 min.** **TEACHER DO**: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** Display the poster of game rules. Record the follow problems on the board: If no one mentions that both problems require regrouping, be sure to point that out. Students may also note that the problem are written vertically and include 3-digit numbers. Read the rules aloud from the poster created during Chapter Preparation. Answer students' questions about the game. Show three sample game cards–one with just numbers, one with a story problem, and one with a movement direction for players. **Reflect: 5 min.** **Turn to page Lesson 118: Math Journal.**	294 : 292	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	think of a story problem for 91 – 27.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

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windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 119	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Reflect on their learning in Primary 2 Mathematics. · Describe major skills and concepts learned in Primary 2.	**<u>Calendar : 15-20 min.</u>** TEACHER DO: Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **<u>Learn : 35-40 min</u>** Display the large Big 5 chart. Point to the first category on the chart: Operations and Algebraic Thinking. Write these topics on the chart under Operations and Algebraic Thinking, leaving room under each for students' thoughts. Record students' ideas in the appropriate areas on the chart. Ask questions to prompt discussion if students get stuck, but try not to provide too much information. **<u>Reflect: 5 min.</u>** Share Top 3 chart with their Shoulder Partner and offer partner suggestions for additional information to include in their chart.	298 : 295	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	think of a story problem for 62 – 29.

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	

H.E

Grade: primary 2 **Class :** **Date:** **Present :** **Absent:** **students total number :**

windows	Them	Lesson	Chapter	Learning outcomes	Activities	Teacher's Choices: Teacher guide Pages	Teaching Strategies	Questions Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Mathematics	The First : COMMUNICATION	Lesson : 120	chapter : 6	**Students will:** · Participate in Calendar Math activities. · Reflect on their learning in Primary 2 Mathematics. · Describe major skills and concepts learned in Primary 2. · Write a letter describing major skills and concepts learned in Primary 2.	**Calendar : 15-20 min.** **TEACHER DO:** Guide student helper through the procedure, including the following: • Current month • All months of the year • Current day • All days of the week • Today's date: Today is (day of week) the (date) of (month) (year). • Yesterday and tomorrow • Days in school (place value pockets, circle 120 Chart, count aloud) • Every 10th day, help students regroup the straws and move the new bundle of 10 to the Tens pocket **Learn : 35-40 min** (The Big 5 of Primary 2 – see table below) **Reflect: 5 min.** Participate in the review activity.	302 : 299	• attention Getting signal • calling sticks • hands up, Pair up • lean and Whisper • model • Popcorn • shoulder Partners • sky Writing • Think aloud • The numbs up • t-chart • Wait time • Whisper	Current month is ……. All months of the year are ……. All days of the week are …….	Picture	Citizenship - treatment of common mistakes in pupils.	Page :	think of a story problem for 62 – 29.

The Big 5 of Primary 2		
Operations and Algebraic Thinking	• Adding • Subtracting • Story Problems	• Even and Odd Numbers • Arrays
Numbers and Operations in Base Ten	• Place Value • Count by 5, 10, 100 • Numerical Patterns • Word Form and Expanded Form	• Comparing Numbers • Estimating • Regrouping
Measurement	• Estimating and Measuring Length • Estimating and Measuring Mass	• Money • Time • Calendar
Data	• Bar Graphs • Pictographs	
Geometry	• 2D Shapes • 3D Shapes	• Fractions of a Shape • Fractions of a Set

Teacher's Self Reflection		Exceeds expectations		Meets expectations		Sometimes Meets Expectations		Below Expectations	